

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2010-2011

School Results

School: Woodside Elementary School

District: RSU 75/MSAD 75

Code: 1266-1806



Fall 2011 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2010-2011

Grade Level Summary Report

School: Woodside Elementary School
 District: RSU 75/MSAD 75
 State: Maine
 Code: 1266-1806

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				60	12	20	31	52	12	20	5	8	446	190	17	51	22	10	445	13,103	18	52	19	10	445
MATH				60	17	28	28	47	10	17	5	8	447	190	25	48	16	11	447	13,115	19	47	20	14	444
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2010-2011

Reading Results

School: Woodside Elementary School
 District: RSU 75/MSAD 75
 State: Maine
 Code: 1266-1806

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 456–480)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 440–455)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

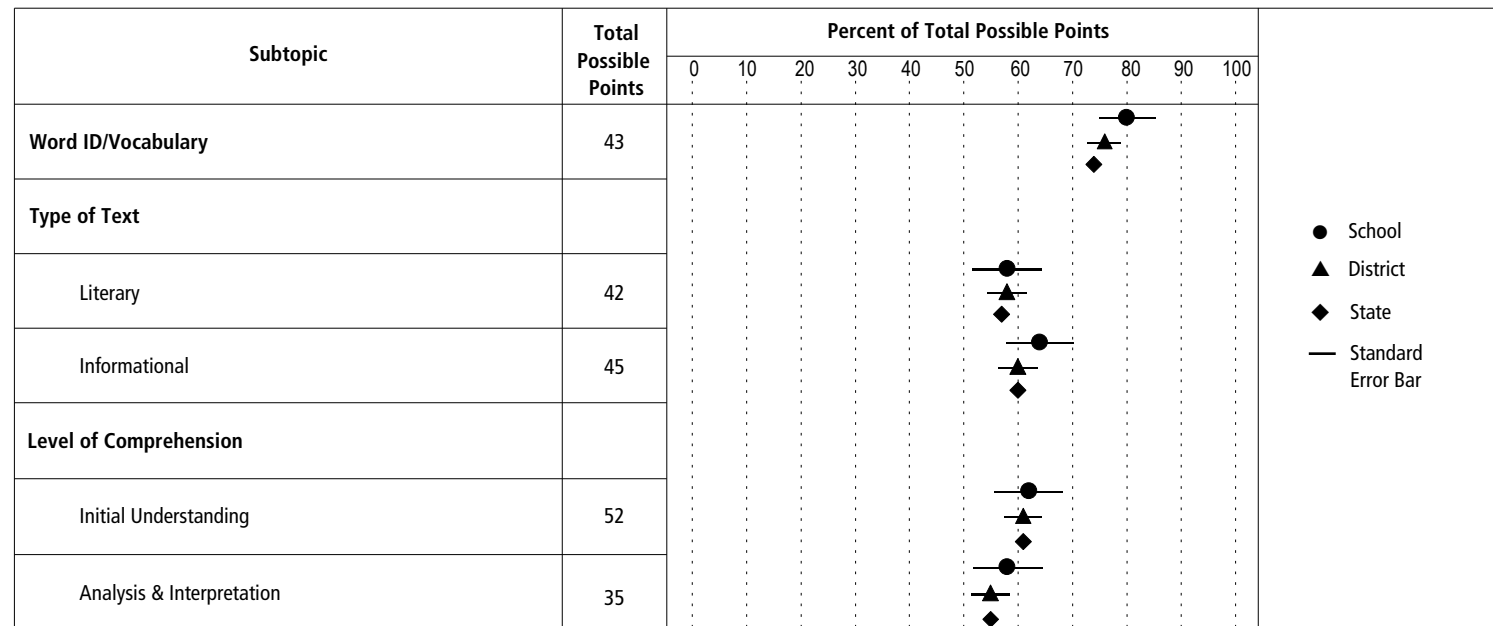
(Scaled Score 431–439)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				57	13	23	32	56	9	16	3	5	448
2010-11				57	14	25	23	40	16	28	4	7	446
2011-12				60	12	20	31	52	12	20	5	8	446
Cumulative Total				174	39	22	86	49	37	21	12	7	447
District													
2009-10				202	36	18	102	50	51	25	13	6	446
2010-11				187	30	16	95	51	44	24	18	10	445
2011-12				190	33	17	96	51	42	22	19	10	445
Cumulative Total				579	99	17	293	51	137	24	50	9	445
State													
2009-10				13,461	1,973	15	7,047	52	2,870	21	1,571	12	444
2010-11				13,375	2,347	18	6,660	50	2,903	22	1,465	11	445
2011-12				13,103	2,417	18	6,853	52	2,509	19	1,324	10	445
Cumulative Total				39,939	6,737	17	20,560	51	8,282	21	4,360	11	445





Fall 2011 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2010-2011

Disaggregated Reading Results

School: Woodside Elementary School
 District: RSU 75/MSAD 75
 State: Maine
 Code: 1266-1806

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				60	12	20	31	52	12	20	5	8	446	190	17	51	22	10	445	13,103	18	52	19	10	445
Gender																									
Male				30	3	10	19	63	5	17	3	10	444	101	10	52	24	14	443	6,681	14	53	22	12	443
Female				30	9	30	12	40	7	23	2	7	448	89	26	48	20	6	447	6,422	24	52	17	8	447
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				0										2						221	15	44	28	13	442
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						110	9	45	27	18	440
Asian				0										1						195	29	49	17	6	449
Black or African American				1										4						402	6	34	30	30	436
Native Hawaiian or Pacific Islander				0										1						12	17	42	33	8	444
White				59	12	20	31	53	11	19	5	8	446	181	18	52	22	9	445	12,010	19	53	19	9	445
Two or more races				0										1						153	14	58	19	9	445
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										1						388	4	33	31	31	435
Former LEP student - monitoring year 1				0										1						15	40	53	7	0	454
Former LEP student - monitoring year 2				0										0						2					
All Other Students				60	12	20	31	52	12	20	5	8	446	188	17	51	22	10	445	12,698	19	53	19	9	445
IEP																									
Students with an IEP				8										28	0	36	29	36	433	2,071	3	28	32	38	433
All Other Students				52	12	23	28	54	10	19	2	4	447	162	20	53	21	6	447	11,032	21	57	17	5	447
SES																									
Economically Disadvantaged Students				18	1	6	10	56	6	33	1	6	444	68	6	47	29	18	440	6,187	10	50	25	16	441
All Other Students				42	11	26	21	50	6	14	4	10	447	122	24	52	18	6	448	6,916	26	55	14	5	449
Migrant																									
Migrant Students				0										0						4					
All Other Students				60	12	20	31	52	12	20	5	8	446	190	17	51	22	10	445	13,099	18	52	19	10	445
Title I																									
Students Receiving Title I Services				13	0	0	6	46	5	38	2	15	439	51	4	43	37	16	439	2,801	5	44	34	18	439
All Other Students				47	12	26	25	53	7	15	3	6	448	139	22	53	17	8	447	10,302	22	55	15	8	447
504 Plan																									
Students with a 504 Plan				0										6						241	13	52	25	10	444
All Other Students				60	12	20	31	52	12	20	5	8	446	184	18	51	21	10	445	12,862	19	52	19	10	445

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2010-2011

Mathematics Results

School: Woodside Elementary School
 District: RSU 75/MSAD 75
 State: Maine
 Code: 1266-1806

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 455–480)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 440–454)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

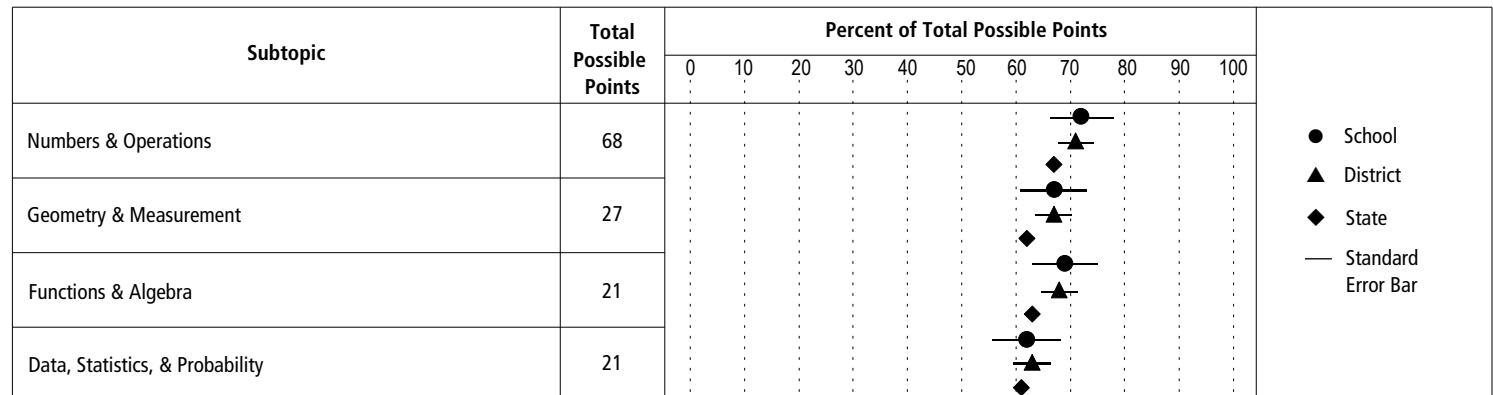
(Scaled Score 431–439)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				57	13	23	24	42	11	19	9	16	445
2010-11				56	11	20	23	41	10	18	12	21	444
2011-12				60	17	28	28	47	10	17	5	8	447
Cumulative Total				173	41	24	75	43	31	18	26	15	445
District													
2009-10				202	40	20	104	51	36	18	22	11	445
2010-11				186	29	16	92	49	39	21	26	14	444
2011-12				190	48	25	91	48	31	16	20	11	447
Cumulative Total				578	117	20	287	50	106	18	68	12	445
State													
2009-10				13,481	1,850	14	6,485	48	3,034	23	2,112	16	443
2010-11				13,416	2,032	15	6,041	45	3,241	24	2,102	16	443
2011-12				13,115	2,497	19	6,105	47	2,644	20	1,869	14	444
Cumulative Total				40,012	6,379	16	18,631	47	8,919	22	6,083	15	443





Fall 2011 - Beginning of Grade 4 NECAP Tests

Grade 3 Students in 2010-2011

Disaggregated Mathematics Results

School: Woodside Elementary School
 District: RSU 75/MSAD 75
 State: Maine
 Code: 1266-1806

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				60	17	28	28	47	10	17	5	8	447	190	25	48	16	11	447	13,115	19	47	20	14	444
Gender																									
Male				30	10	33	15	50	4	13	1	3	449	101	26	48	20	7	447	6,688	20	47	19	14	444
Female				30	7	23	13	43	6	20	4	13	446	89	25	48	12	15	447	6,427	18	46	21	15	444
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				0										2						223	13	39	25	23	440
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						111	11	45	23	22	440
Asian				0										1						197	31	41	18	11	447
Black or African American				1										4						406	6	25	30	39	434
Native Hawaiian or Pacific Islander				0										1						12	25	33	8	33	442
White				59	17	29	28	47	9	15	5	8	447	181	26	49	15	9	447	12,013	20	48	20	13	444
Two or more races				0										1						153	16	46	25	13	443
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										1						396	6	24	29	41	433
Former LEP student - monitoring year 1				0										1						15	47	53	0	0	456
Former LEP student - monitoring year 2				0										0						2					
All Other Students				60	17	28	28	47	10	17	5	8	447	188	25	48	16	11	447	12,702	19	47	20	13	444
IEP																									
Students with an IEP				8										28	11	25	32	32	437	2,082	5	28	26	42	434
All Other Students				52	16	31	27	52	7	13	2	4	449	162	28	52	14	7	449	11,033	22	50	19	9	446
SES																									
Economically Disadvantaged Students				18	2	11	11	61	4	22	1	6	444	68	13	47	19	21	442	6,199	10	43	25	22	440
All Other Students				42	15	36	17	40	6	14	4	10	449	122	32	48	15	5	450	6,916	27	50	15	8	448
Migrant																									
Migrant Students				0										0						4					
All Other Students				60	17	28	28	47	10	17	5	8	447	190	25	48	16	11	447	13,111	19	47	20	14	444
Title I																									
Students Receiving Title I Services				13	0	0	5	38	6	46	2	15	437	51	4	43	31	22	439	2,810	4	37	33	25	438
All Other Students				47	17	36	23	49	4	9	3	6	450	139	33	50	11	6	450	10,305	23	49	17	11	446
504 Plan																									
Students with a 504 Plan				0										6						241	12	44	27	17	442
All Other Students				60	17	28	28	47	10	17	5	8	447	184	26	48	15	11	447	12,874	19	47	20	14	444

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.